

FEDERAL LAWS ---ESEA (NO CHILD LEFT BEHIND)--- AND THE FINE ARTS

http://www.usoe.k12.ut.us/curr/FineArt/prof_dev/resources.htm

The arts are a **core academic subject**. The definition of core subjects in the new law is located in Title IX, Part A, Section 9101 (1) (D)(11), Definitions. Here is how the definition reads: (11) **Core Academic Subjects**- The term 'core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Quality Professional Development is required in all core academic subjects. School Improvement Plans require a comprehensive professional development plan that includes all the identified core academic subjects. In Utah, Art, Music, Dance and Drama are required core curriculum in K-6; 1.0 Fine Arts core credits are required for 7-8th graders; 1.5 Fine Arts core credits are required for 9-12 graduation.

-----FURTHER CLARIFICATION-----

<http://www.usoe.k12.ut.us/curr/FineArt/DAC/admresource.htm>



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PRESS RELEASES

Educators Reminded That the Arts Are a Core Subject under *No Child Left Behind*

Letter to superintendents offers guidance on flexibility, funding for arts

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Noting that the arts are a core subject under the *No Child Left Behind Act*, U.S. Secretary of Education Rod Paige has issued guidance on the law's funding and flexibility that can be used to improve art education and teacher quality, particularly as a means to improve the educational achievement of economically disadvantaged students through the arts.

"As I travel the country, I often hear that arts education programs are endangered because of *No Child Left Behind*. This message...is both disturbing and just plain wrong," Secretary Paige wrote in a letter to school superintendents. "The truth is that NCLB included the arts as a core academic subject because of their importance to a child's education. *No Child Left Behind* expects teachers of the arts to be highly qualified, just as it does teachers of English, math, science, and history."

The letter cites research that shows arts teaching and learning can increase students' cognitive and social development and serve as a "critical link" to help students develop crucial thinking skills and become motivated to achieve at higher levels. Research also shows that students who are highly involved in the arts earn better grades and perform better on standardized tests. The guidance offers a summary of these and other findings found in the Arts Education Partnership's Critical Links: Learning in the Arts and Student Academic and Social Development.

Secretary Paige's letter also reminds superintendents about the law's flexibility and the funding available to support core subjects through programs supported by the *No Child Left Behind Act*, including: Title I funds to improve the academic achievement of the neediest students; the Comprehensive School Reform program; and Title II Teacher Quality Enhancement Grants to provide professional development for teachers of the arts.

"For both the important knowledge and skills they impart and the ways in which they help students to succeed in school and in life, the arts are an important part of a complete education. As we work together to implement NCLB, let's ensure that all children have the opportunity to learn and to grow in and through the arts," Secretary Paige said.

The letter is available at www.ed.gov/policy/elsec/quid/secletter/040701.html